DOCUMENT RESUME

ED 349 376 CE 060 168

TITLE	Comprehensive Career Development Project: Community Resource Guide.
INSTITUTION	Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS AGENCY	Tennessee State Dept. of Education, Nashville.
PUB DATE	[90]
NOTE	35p.; For related documents, see ED 330 920 and CE 060 165-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Development; *Career Education; *Community Resources; Data Collection; Elementary Secondary Education; *Guides; Human Resources; Information Sources; Integrated Curriculum; *Material Development; Needs Assessment; *Resource Materials

ABSTRACT

This guide provides information and suggestions for development of a guide to local resources. Part I discusses why the community should be involved in career development, benefits of a community resource guide, what community resources can provide, and use of the guide. Part II focuses on development of the resource guide. It covers who should be responsible, determination of areas of need, investigation of available local help, and preparation of a form for collecting information on resources. Selection of a procedure for obtaining information, the population to be contacted, and choice of method of evaluation of resources are also addressed. Sample forms are provided. Part III offers the following ideas for using community resources: tips for field trips and use of resource persons; suggested information for classroom guests; guidelines for resource speakers; field trip guidelines and examples of forms; suggested class activities, such as games and display activities; special types of career days; and suggested student assignments. Three unit outlines are provided that illustrate use of community resources in infusing career education into existing curriculum areas. Part IV contains an example and completed form for recording information from questionnaires. (YLB)

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COMMUNITY RESOURCE GUIDE

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PART I

RATIONALE: WHY HAVE A COMMUNITY RESOURCE GUIDE?

Why Involve the Community?

In the community outside the schools, there exists a gold mine of sights, smells, sounds, and information that can enrich the educational experience of students if it is available and accessible.

For years teachers have been bringing guests into the classroom to share information with students and have further involved the community through field trips, work programs, etc. Community involvement is nothing new, but we may know more about relating the resources to the curriculum.

Career development uses community resources to enrich the regular curriculum and makes the knowledge gained an integral part of a student's education. Through them self-awareness and career awareness can be expended, and the student can see much more distinctly the relationship between what is being taught in school and the world outside. Community resources, if used advantageously, can enhance educational relevance.

Why Have a Community Resource Guide?

As a means of taking advantage of community resources, a resource guide should provide the following benefits:

1. A listing of possible resources for various career clusters and leisure time activities.
2. A collection of business-industry-labor-professional organizations which have been contacted and are willing to work with the schools.
3. Information on a regional basis, which will include resources that may not be available locally.
4. Useful information concerning the mechanics of arranging visits.

What Can Community Resources Provide?

1. Arrange and host field trips
2. Send tools and materials to the classroom for display
3. Speak to classes on their:

a. occupations
b. travels
c. hobbies
d. unusual experiences
e. knowledge in specific areas (ancient Mayans, current events, how to administer artificial respirations, etc.)
f. specific abilities (reading Braille, building miniature models, speaking a foreign language)

4. Volunteer to tutor students in various academic areas

5. Volunteer to serve as teacher assistants

6. Provide films, filmstrips and pamphlets on various topics

7. Demonstrate a skill in connection with a particular subject area (how to read a weather map; how to speed read; how to draw a model to scale; how to drive a truck; how to use a terminal computer)

8. Present a play, puppet show or recital

9. Bring a vehicle that is essential to his/her work (or way of living) and explain and show it to students

10. Bring a collection (antiques, watches, barbed wire) to share with students

11. Sponsor a Job Observation Day where a student spends the day observing a person at work

12. Serve as liaison contacts to other resources

13. Participate in a Career Day featuring many resources on one of the above areas.

Who Will Use It?

Teachers, counselors, students, curriculum coordinators--anyone who is planning units or programs to involve the community--will be able to use the Guide for suggestions and basic information. The resources may be especially useful in the middle school grades, when emphasis will be placed on career exploration for all students and continuing into high school for the decision-making and planning years. Teachers will find many resources offered for primary grades as well as for older students.

Do We Need a Local Guide?

For many reasons a directory of local resources will probably be among the most valuable community resource tools your school can have. Use of the regional guide may suggest many possibilities for cooperation that exist within your own community. For reasons of community support, community pride, and such practical considerations as time, transportation and working with people who know you, it will be advantageous to try to obtain the cooperation of local agencies and prepare a list of local resources first.

Chambers of Commerce and local service organizations can be most helpful and are often rich sources of names of individuals who can be contacted.

Among the career clusters, however, there may be many occupations which cannot be found in your local district. These may be available in other nearby communities, and the guide will tell you where to find them. In this way the regional guide can supplement your local listings.

PART II

HOW TO DEVELOP YOUR OWN RESOURCE GUIDE

How Do You Start?

Who is going to be responsible? This is the first important decision that must be made. Hopefully there are individuals who really want to be involved and who will volunteer to serve on a committee to build a local or regional resource guide. Other possibilities to consider for this responsibility would be:

1. The local district guidance supervisor
2. A local steering committee
3. An organization, such as a chapter of Delta Kappa Gamma, an honorary educational sorority of women involved in service projects
4. A local Chamber of Commerce
5. A student organization working under a sponsor(s).

Whatever person or group is going to be responsible for locating community resources can develop a list by (a) determining the areas of need for community assistance, (b) investigating what local help is available, and (c) preparing a form for collecting data on such resources. The following page is a suggested form which is a composite of information requested on several local questionnaires. This may serve as an idea you can modify for your local purposes.

When the form is prepared, you may wish to contact persons in authority at the suggested resource locations. Although a personal telephone call or a letter could accomplish the purpose, a visit to this person is recommended whenever possible. Face-to-face contact may allow for better explanation regarding the goals of the presentation of the resource person or the field trip; it also indicates your commitment and willingness to give your time to the career education of students and may be productive of improved liaison between the academic and experiential worlds.

In making these personal contacts, your own attitude is extremely important. Very little is accomplished in this world without enthusiasm, and your own enthusiasm can, as you make these contacts, be contagious.

You may wish to include a complete local directory of resources at the end of the Guide, or you may prefer to add your local contacts at the end of each job cluster section. Either method or some other system may be useful for your purposes, as long as one procedure or another is followed consistently.

COMMUNITY RESOURCE DIRECTORY QUESTIONNAIRE

•THE PLACE:

Company/organization name:_____

Address:_____

City/State/Zip:_____

Contact Person:_____

Title of Person:_____

Organization Phone:(____)_____ Contact Person Phone:(____)_____

•THE WORK: (A brief description of the company/organization, product, pertinent historical and current information, community involvement, number of employees, etc.) **Use space provided.**

•TOURS:

Are tours available? yes ___ no ___ Cost for tours:_____

Size of group:_____ Time of day:_____

Grade level: Preschool K-3 4-5 6-8 9-12 Accessible for handicapped? yes ___ no ___

Are materials available for educator prior to tour? yes ___ no ___

Nature of tour:

Any special requirements/considerations:

•CLASSROOM SPEAKERS:

Are speakers available? yes ___ no ___ Grade level: Preschool K-3 4-5 6-8 9-12

Length of presentation:_____

Potential topics:

•OTHER: Are other resources available? (e.g., learning packets, films, displays, product samples)

•WOULD YOU LIKE THE GUIDANCE COUNSELOR HELP YOU TAILOR A SCHOOL PROGRAM FOR YOUR COMPANY/ORGANIZATION'S INVOLVEMENT? yes ___ no ___

For maximum use by educators, we will cross reference your page to applicable school subjects. Please check all of those subject areas which you feel are related to the activities of your company/ organization.

ART
SCIENCE
MUSIC
PHYSICAL EDUCATION
SOCIAL STUDIES
FOREIGN LANGUAGE
BUSINESS
CAREER EDUCATION
COMPUTER
MATHEMATICS
HOME ECONOMICS
INDUSTRIAL TECHNOLOGY
LANGUAGE ARTS

•RETURN TO:

Decide Upon a Procedure for Obtaining the Information

Procedures for contacting potential resources are varied; all are effective but some are more appropriate than others. The following procedures were all successfully used to contact community personnel:

1. Call on the potential resource directly, introduce the concept of career development and ask for his/her participation. If he/she agrees, obtain the necessary information for the Community Resource Directory Questionnaire at that time.

2. If a personal visit is not feasible, a telephone call may serve the purpose. The information you need for the Community Directory Resource Questionnaire may be obtained at that time or a questionnaire may be mailed to the individual with whom you talked. If you mail the questionnaire, accompany it with a stamped, self-addressed envelope.

3. Put announcements in local bulletins (church, school, etc.). Volunteers can be asked to contact a representative of the school. Contact cards can be completed by phone or mail.

Of course, you will revise these procedures to suit your own needs; however, there are two musts:

1. Be sure to have a completed questionnaire on <u>each</u> resource.

2. Be sure to contact each resource by phone if for no other reason than to reconfirm the information on the contact card. The call will be well worth the time and will help establish a personal rapport with each resource.

Whichever procedure(s) you use, be sure you:

1. Explain that this is on a voluntary basis and that school finances do not allow for remuneration.

2. Explain that "professional speaking ability" is not necessary or even always desirable. An audience responds to a sincere, informative and interesting presentation, not to a professional oration.

3. Mention that they will be contacted again as the list is updated and will have the option of not serving on the new list.

4. Explain that you appreciate that their first responsibility is to their job and that, in case of a schedule conflict, they can certainly refuse, cancel or reschedule a teacher's request.

5. Mention that they will be called when you receive a request for a speaker in their specific area and that the possibility of their not being called for several months at a time exists.

Decide Upon the Population to be Contacted and Begin Contacting

It is suggested that resource contacts be available in as many different areas as possible. The following sources from which potential resources can be obtained shall be considered.

Parents

What better way to get Mom and Dad involved? Parent/ teacher conferences offer an opportunity to mention the Career Development Program to parents. An important point here is asking those who volunteer if they will serve only at your school or would be willing to go to other schools as well. Parents' loyalty should be respected.

Clubs and Associations

The Yellow Pages is probably a good guide to this source. There is usually a program or public information chairperson to contact who will give you necessary information about contacting their members. The club may already have an existing list of volunteers.

Already Existing Lists

many professional organizations have compiled lists which they will share with you. In many cases, they will refer you to the chairperson in charge of speakers. In this case, the chairperson's name would be in your files and you would call him/her to arrange speakers for you. His/her questionnaire contact card would indicate "Will arrange speakers in the area(s) of _____."

Co-op Teachers

In high schools where students participate in Cooperative Education Programs, the Co-op student can be invited to serve as a resource to discuss certain aspects of his/her job. This has the double advantage of bringing into the classroom a resource with whom students can identify as well as serving to strengthen the cooperation between schools and industry.

Teacher Exchanges

Most teachers have rich and varied backgrounds; two teachers can trade classes for a presentation or a teacher can be a resource during a free planning period. Administrative approval is probably necessary here; in many cases the teacher will serve as a resource to his/her own classroom.

Yellow Pages

Never overlook this gold mine! When all else fails, you can usually find what you are looking for by skimming and calling.

Retirement Communities

If a retirement community is located near you, a directory of the community will usually be available, sometimes at a minimum charge. In many cases, there is a member of the retirement community who will contact resources for you.

Government

Branches of the government (particularly the Armed Services) are available as resources. All government agencies are listed in a special section of the phone book under "United States Government." Government representatives are excellent sources, a directory is usually printed which lists all the representatives, senators, their respective districts and occupations. While availability may be very limited, this is an excellent way to involve your representatives in the school program. Don't overlook local city, and state governments as resources also.

Nearby Businesses

If shop owners can be available, they are usually very effective. One word of caution: they should understand that the primary purpose of the service is to <u>impart information</u> and that any customers that may come as a result of the presentation should not be solicited at the presentation.

Friends and Relatives

Your own discretion can be used here. In many cases a friend or relative is able to serve as a resource and is very willing to do so.

University Classes

If members of the resource committee attend university or college classes, many times fellow students would be willing to serve as resources. Teachers of these classes often agree also.

Referrals by Word of Mouth

This is probably where you will get the bulk of your resources. You will be surprised how willing people are to suggest other resource persons. You will even have people calling you to volunteer their services after hearing about the program.

Chamber of Commerce

The Chamber of Commerce may send questionnaires to all its members and then compile and print the Resource Directory.

Decide Upon a Method of Evaluation of Resources

The only way to determine if the expressed need is being met is to receive feedback from the teacher, the students, and each resource person.

Evaluation forms can be sent to the teacher, the students, and the resource. The school should receive and compile the results of the evaluations for (1) reports; (2) the success of any resource appearance; and (3) suggestions in improving the service. If the evaluation is easy to complete, is concise, and provides for additional comments, it will have a good chance of being completed and returned.

The following page is a sample evaluation sheet. You may have ideas of your own for other information you desire.

_____ PUBLIC SCHOOLS

EVALUATION OF RESOURCE PERSON/FIELD OBSERVATION

_____ Teacher's Name	_____ School
_____ Number of Students Involved	_____ Grade Level
_____ Name of Resource or Location Visited	_____ Contact Person & Phone Number

Do you feel the resource person or field trip was successful in achieving your education objectives?

Yes _____ No _____

Explain:

Would you suggest this resource of field trip be used in the future?

Yes _____ No _____

Comments:

Did you use the community resource guide as an aid in locating your resource person or field trip?

Yes _____ No _____

Comments:

PART III

IDEAS FOR USING COMMUNITY RESOURCES

Effective Use of Resources

The most effective use of community resources will happen when school and community personnel plan carefully and observe basic principles of consideration for each other's time. It is imperative that the educator, when requesting assistance from the business-industry-labor community, have specific plans developed for this assistance before approaching these employers and employees. For example, if you request a resource person to speak to a class, make sure that the resource person has a clear understanding of what you expect him or her to do and how much time will be allocated to the presentation, define the general characteristics of the student audience so that he or she can tailor his or her presentation to that audience, and spell out the specific information that you wish the audience to learn from this presentation.

Goals for Using Community Resources in Career Development

It should be noted that the best field experiences are those that involve a limited set of objectives which are clearly understood by the teacher, the students, and the business-industrial community. Naturally, your objectives will depend on the age level and interests of your students, as well as the number of visitors.

Some purposes include:

1. Acquainting students with the general nature of the occupational structure in the specific time and space dimensions of their own communities

2. Demonstrating the necessity of various kinds of work to economic or human progress

3. Demonstrating the ways in which different kinds of work provide a useful set of personal and societal benefits

4. Helping students see how workers in various occupations make use of basic academic or specialized skills taught in school

5. Assisting students in understanding the need for cooperation and teamwork in the production of goods and services

6. Helping students understand the need for expertise as required for different kinds of work

7. Assisting students in understanding why "employers" and "employees" are essential in the world of work

8. Stimulating sufficient enthusiasm that will cause the student to act positively toward implementing their career plans

9. Helping students become more aware of the personnel and jobs in various occupational areas

10. Assisting students in developing insight into the relationship of various occupations and the job environments of the occupations

11. Helping students develop a knowledge of the work performed by personnel in various occupational areas

12. Acquainting the students with the qualifications necessary for employment in various occupational areas.

Tips for Field Trips and Use of Resource Persons

Careful planning in preparation for community resources will result in the most productive use of the time of employers, employees, and students. Employers appreciate knowing the definite objectives you have for the experience. Briefing students on these objectives and alerting them regarding what to expect and what to look for will save time and confusion. Students should be advised that the intent of the experience is not only to observe the product, but the process as well. What the worker is doing and how it is done, what skills are used in carrying out the work, and the attitude of the worker towards the job are equally important.

Suggested Information for Classroom Guests

A sheet will be sent to the resource person(s) as suggested background material prior to the visit. Included will be information about what to wear, what to bring, areas of interest to students, examples of questions students might ask (see handout "Guidelines for Resource Speakers").

GUIDELINES FOR RESOURCE SPEAKERS

Attire:

Please wear the uniform or clothes normally worn to work. Explain its purpose and value (include any safety equipment worn).

Tools of Your Trade:

If possible, bring with you "tools of your trade" and demonstrate their use.

You will probably be interviewed by students in the class. During the interview the following points are likely to be considered:

1. Explain a typical day of work.
   a. Stress the routine as well as the divergent aspects of your work
   b. Storytelling can be valuable. Relate interesting incidents from your work
   c. Clarify what you like most and least about your work.
2. Explain what personal satisfactions make the job worthwhile for you and what disadvantages there are for you.
3. Give a general idea of salary. At this level, vacation time and other benefits are also of interest.
4. Explain the training, education, and experience required for this job.
5. Briefly describe the personal qualities one would need to do your job--strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc.
6. Discuss any definite safety and danger features of the job.
7. When possible, use slides, films, charts and other audiovisual aids; notify the teacher of any equipment you will need.
8. Discuss why you chose a particular career; how did you get involved in this career?

9. Technical terminology may be used but it must be explained. You can involve teachers by asking them to help explain terms.

10. If your job is seasonal, explain the effect of weather or seasons and how your life-style is affected.

11. If possible, give suggestions as to where students can write letters to obtain additional information.

12. The type of person you have to be like and to be successful at your job.

13. The special interest of skills needed for your job.

14. Other occupations you could engage in with your knowledge and training.

15. Some of the different jobs you have had and which led to the one you have now.

16. Mistakes that helped you make better decisions.

17. Types of interests you have and how they helped you decide what job you wanted.

18. School subjects that you use in your work and how.

19. Your hobbies that are alike or different from your job.

20. How your particular job has changed over the years you have had it, if at all, and if you think it will change in the future.

21. Whether or not there will be a continuing need for others to enter your occupational area.

22. How this job supports your way of living in terms of income, knowledge, working hours, and leisure time.

23. Why this job is important to you. What abilities should a person possess to be successful in your line of work and in the larger world of work?

24. Take the class briefly, step-by-step, through a typical day, identifying some specialized and common tasks.

Examples of Questions Students Might Ask About Careers

1. What do you do on the job? (Students are interested in how school-taught skills fit in with the world of work.)

2. What tools do you use?

3. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

4. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

5. Who depends upon your work? Upon whom do you depend for your work?

6. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

7. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day? Do you get dirty?

8. Could new technology put you out of work?

9. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal? Is your kind of work limited to geographical areas?

10. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any outstanding personal quality required for this job?

11. About how much money can a person earn in this kind of work? Beginning? Advanced?

12. When does your employer compliment you? (Or when do you compliment your employees?) When are people fired or released?

When the experience is to be a field trip, it may be well to check with the employer on whether the students may ask questions of workers during the field trip or address their questions to a particular individual at the conclusion of the trip. Sometimes it may be feasible for an individual from the business or industry visited to come to the classroom following the field experience when students would have an opportunity to ask questions. If questions may be asked at the scene, have students prepare pertinent questions relative to the job environment to be visited. Assign these questions, one per student, to get maximum student involvement.

Remind students of the following:

1. They must be courteous, attentive, and stay close to the guide. Some businesses express concern that young visitors wander off and/or break things. Students must not handle merchandise and they should refrain from making remarks that would embarrass adults in the facility.

2. Field trips do not excuse them from classwork that they are missing; their teachers will be notified a few days before the trip and again the day of the trip so that assignments can be made up.

The three pages following are examples of forms you may wish to utilize in preparation for a field experience.

OFF-CAMPUS TRIP REQUEST

Date submitted _____

School _____

Grade, subject or organization _____

Number of students making the trip _____ Date of the trip _____

Method of transportation _____

When bonded carriers are used, give the per pupil cost _____

How will these costs be defrayed _____

Time of departure _____

Time of return _____

Purpose of trip (state the relationship to current study)

_____

_____

_____

What are you plans to evaluate the trip and to use what has been learned?

_____

_____

_____

Will parent permission slips be filed with the principal prior to the off-campus trip?

_____

SAMPLE LETTER TO PARENTS AND PARENTAL PERMISSION FORM

CENTRAL HIGH SCHOOL
March 23, 1990

Dear Parents:

The English classes have arranged a field trip for school students on March 30, 1990. One of the main purposes of this trip is to allow students to see how skills learned in school are applied in the world of work.

Students will travel by bus in groups of 60 per bus to visit three different industries in the Knoxville area. Buses will leave school at approximately 8:30 a.m. and return around 2:30 p.m. Bag lunches, including an orange drink, will be packed by the school cafeteria for $1.50 per student, payable on Thursday, March 29. Students with lunch tickets may get lunch with the ticket, but must order on Thursday. Those students bringing lunches from home may purchase orange drinks for $.50 on Friday. no other money will be needed.

Each group of students will be well chaperoned by teachers, staff, and parents; and all reasonable care will be taken for their safety.

We feel that this off-campus trip is a valuable part of our career education program and that all students should go. Parent permission is necessary for your child to participate. Please sign the form below and return to your child's home-room teacher by Thursday, March 29.

Robert Smith, Principal

My child, _____, has permission to participate in the off-campus trip to visit three industries in the Knoxville area on Friday, March 30.

_____
(Parent's Signature)

SAMPLE WORKSHEET FOR CHAPERONS

1. Pick up loading list at school office and check off loading list as students board the bus.

2. Maintain order among students at all times during the field trip, especially while in any manufacturing plant (field trip site).

3. Prompt students to ask questions regarding work activities at the field trip site.

4. Have a trail car driver available to return any student to the school who violates the field trip rules.

5. Report any violations of the rules by large number of students to the school principal immediately.

   NOTE: For the benefit of the whole program, it may be necessary to return an entire bus load of students to the school. Do not hesitate to recommend this measure if necessary.

6. Check loading list at each boarding.

7. Check loading list upon return to school.

8. Go to assigned class areas with students upon return to school.

9. Have students begin to fill out Follow-Up Written Report.

Suggested Class Activities

In preparation for a follow-up to a field trip or a visit from a resource person, there are many classroom activities that can reinforce the information students may receive. Following are some suggestions, but you undoubtedly will have many of your own to use.

1. Invite three speakers instead of one and hold a "press conference" with the class as reporters. Discuss comparison-type questions ahead of time such as:

   What kind of person is each business looking for?

   Which person uses the most math (reading, speaking, etc.) skills on his/her job?

   Which job is most open to women? to teens? to handicapped people?

   Which job deals most with people? with ideas? with things?

   Which job requires the most schooling?

   Which of these three jobs can pay the most?

2. Arrange, if possible, to have a resource person teach a simple skill during the presentation. Follow-up by developing a project which uses the skill. For example, a carpenter could teach his methods of measurement. The follow-up might involve measuring desks, bulletin boards, floor, etc. The most accurate measurements could be rewarded with free time to make a pencil box using scrap wood and nails.

3. After the presentation, ask the resource person to role play with students a particular situation he/she may encounter on the job. Have the resource person be the customer and the student take the job of the speaker. Use the situation to discuss aspects of the job further.

4. As an exercise in listening, decide with the class interview questions to be asked the resource speaker. Afterwards each student should write answers to the questions and then compare answers--they will be different.

5. Obtain a copy of the employment test for a particular occupation and let the students attempt to complete it.

6. Have a class project in which students simulate a "work" activity: setting up a model weather station, organizing a classroom postal system, charting an

interesting travel trip across the U.S., building botanical garden, etc. Then invite a resource person knowledgeable in that area to come out and "judge" the product. Several classes could compete in this way if desired.

7. Have the students write down only one word that is particularly relevant to them when thinking about the information they have received. Make it a word that would cause them to associate with the speaker, the occupation, and/or the unit being studied. Have all the students tell what their word is and explain why they chose it. Then put all the words together in a collection for later reference. For example:

LAWYER:	school	writing	court
	court	reading	secrets
	money	study	bugging
	crime	files	bribery

Games

1. Play Hollywood Squares: set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges, and nine players--the rest will be the audience. Ask questions about the specific occupational area being studied, then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with the answer, he receives an "X." If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O." Whoever first gets three marks in a row wins the game.

2. Play career bingo by making playing cards for students with names of workers in each of the 20 squares. The "Master of Ceremonies" is to read off different job descriptions (or tools or other clues) and the player that blocks out a row wins that game and can be "M.C." for the next game.

3. Have the students make a concentration game with:

   (a) pictures of all people with whom the resource person works on a set of cards, and

   (b) the job description and information on the other set of cards.

4. Arrange for the students to participate in a "To Tell the Truth" panel. Have all students do research on three jobs first so they can ask intelligent questions. Each contestant studies one of the three jobs. One job is randomly selected for the questions. The class then

votes to find the "real" worker. After the game, let the student answer any questions the students may have.

Display Activities

1. Instead of simply assigning an oral or written report on a career, plan a career poster contest instead. Students' art work or magazine cut-and-paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes might be awarded.

2. Design a World of Work bulletin board with labels of workers encountered as resource people or on field trips to be used as a vocabulary and spelling list.

3. In many cases, workers are required to wear certain clothing: uniforms, shoes, hats and caps in many cases. Following the presentation, make a bulletin board titled: IF THE _____ FITS, WEAR IT! The blank space can be filled in with SHOE, HAT, UNIFORM and labeled pictures of different occupations can be displayed.

4. Have the students make a mini-box or diorama display of something they learned from the speaker or during the unit. If possible, have the mini-box include an activity related to that job. For example, an interior decorator as speaker might result in a mini-box matching various fabrics.

5. Have the student choose an occupation that could be represented by a city building (grocery store manager, newspaper reporter, clothing manufacturer, secretary, waitress, doctor, and so on) and have them make the building from construction paper. Each student then makes a building and all are placed on the bulletin board in appropriate places for a make-believe city. Each student is then assigned to: (1) write for information on jobs in his/her "building" (the one he/she made the model for), (2) invite a guest speaker from his/her business, or (3) complete a written interview with someone in the business he/she chose.

6. Make diagrams of the interdependency of various workers--put the job studied in the middle. On the left put jobs the worker is dependent upon; on the right, jobs dependent upon the worker. Use the charts to discuss <u>inter</u>dependency.

FARMER	GROCER	HOUSEKEEPER
TRUCKER		RESTAURANTS

7. All careers have a "style"--the way the occupation causes the worker to "live" on the job (teacher on playground duty, taxi driver in a traffic jam, workman eating lunch at the construction site). Explore the career style of the occupation being presented and list the results on a bulletin board. DID YOU THINK A _____ USUALLY _____. Students could also collect magazine pictures and cartoons portraying the stereotype. For example, Bugs Bunny and Sylvester Pussycat eating lunch on a construction site.

8. Whenever you have speakers, ask them how they happened to decide on their career. Discuss the role of decision-making in choosing a future job. Have students work in committees to develop posters on decision-making. Each take a different age group, 5 year olds, 13 year olds, 18 year olds, 25 year olds, 40 year olds, 65 year olds. Show in picture form the kinds of decisions each age must make. Discuss the consequences of such decisions.

Special Types of Career Days

Career Vehicle Day

This is a unique way to utilize community resources. Invite a group of resource personnel to bring their specialized vehicles to school for a display of their "Tools of Trade." Organize classes so that they all start at a different vehicle and then rotate to the others. When one rotation is completed, another group of classes can come out.

Each vehicle should have a person with it describing its use and unique features. Use a whistle as "pacer" every five minutes. Students can be extremely helpful as student aides: running for refreshments, gathering names for thank-you's, taking photographs, etc.

Consider such vehicle categories as: construction, emergency, armed forces, security, leisure-time, farm, public service, and transportation vehicles.

Suggested Student Assignments

1. Assign each student to do a notebook called "My Career Now." Divide the notebook into three parts: My School Career, My Home Jobs, and My Leisure Time. Using illustrated pages, have each student show how home and school jobs are related to "real work." Have them portray, for example, the chores they are assigned at home and why they should be done well. Draw several pictures with captions showing what they like best to do during leisure time.

2. Use TV as a resource by assigning students to make a list of all careers they see during two nights of TV (including news). Discuss the idea, "Is this job really like it is shown on TV?"

3. Depending upon grade level, students can be assigned to interview a variety of community persons using simpler or more complex questions. A third grader, for example, might use the following questions:

   (1) What is the name of your job?

   (2) What do you do in your work?

   (3) What do you like to do best in your job?

   (4) What don't you like about your work?

   (5) How much schooling does someone need for your job?

4. Start a class Guest Book. Devote a page or two to each speaker including a picture of the speaker, his signature, occupation, and a brief summary of the information presented. Choose several students to be in charge of the book.

5. Let the students themselves decide upon the resource they want, make the request, pick and complete related class activities, introduce the resource, write thank-yous, etc.

6. Individually, or as a group, have the students convey (in a written paragraph or by using descriptive words) what they know about the occupations being presented. After the presentation, have the students to do the same think and compare their increase in knowledge.

7. Have the students read want ads and/or Job Bank Data (available from State Employment Service) to find the availability of particular (and other related) positions.

8. While most people think of getting a job as <u>making money</u>, they overlook the fact that most jobs cost money to get into. Itemize, for a particular occupation, the cost of that job (education, car, clothes, tools, uniform, etc.).

9. Have students research and make a list of all words and terminology used in the occupations presented. If desired, these may be used as spelling words for the week or may be put into a class file with terminology from other job areas.

10. Have each student research one or two jobs that are <u>related</u> in some way to that of the resource person. Give them the assignment of completing and turning in a career worksheet. A sample of a form is shown on the next page (Career Worksheet). More detailed questions could be asked such as salary, future of job, working conditions, etc.

11. After a field trip or number of class speakers, divide students into groups; each group writes a skit about one of the people they met using paper bag puppets. One puppet could be the resource person, and the other puppets could be TV interviewers, a group of visiting children, etc. The skit should bring out the information they learned about the job, how that person feels about his work, and so on.

CAREER WORKSHEET

NAME _____ DATE _____

1. WHAT CAREER DID YOU STUDY? _____

2. Does the person with a career like this one work mainly with PEOPLE, IDEAS or things? _____

3. What kind of training must you have to get his job? (check one or more)

high school _____ apprenticeship training _____

college _____ trade school _____

on-the-job training _____

4. Name three different things a person in this career must do in his work?

(a) _____

(b) _____

(c) _____

5. What is one advantage to a job like this for you? _____

_____

6. What is one disadvantage to a job like this for you?

_____

7. After studying this job, does it seem like something you might do some day?

Yes _____

No _____

Still don't know _____

Use of Community Resources in the Infusion Process

Many ideas for infusing career education into existing curriculum areas are available. The ideas which follow are only suggested and can be expended, enhanced, or condensed to fit various time frames and community resources available. They can also be team-taught involving several staff members. English can be a part of almost any unit through the writing of research papers, preparation of letters of request and appreciation to resources people, and literature relevant to the areas being studied.

Resource people are important in making the following units come alive and in enhancing the relevance of education and careers.

TITLE	Health Career Opportunities
SUBJECT MATTER	Science (Physiology)/Health
PURPOSE	To enable students to learn about opportunities in health careers by personal or telephone interview.
ACTIVITY	1. Students role play using good interviewing techniques on each other, both face-to-face and in a simulated telephone conversation. 2. Students interview a health worker of his/her choice. 3. Preparation of a research paper discussing the career of the person interviewed. Discuss personal characteristics necessary for various positions in health careers.
RESOURCES	1. Possible mini-trips to job sites 2. Films and film strips on health careers 3. Individuals from various areas of health careers
VARIATIONS	1. Identify those health careers which require that a worker develop (1) good listening skills, (2) empathy, and (3) good communication 2. Discuss health careers which require different kinds of abilities:

a. Research and laboratory work-pharmaceutical

(1) Chemistry and Math
(2) History

(a) Progress in treatment of diseases
(b) Influence of diseases and epidemics in the settling of America and during some wars

b. Medical Illustrating

(1) Art
(2) Anatomy

c. Secretarial

1. Business
2. English

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TITLE — Sports - Entertainment or Business?

SUBJECT MATTER — Physical Education/Math/Social Studies/Business

PURPOSE

1. To enable students to see other aspects of professional sports beside the actual entertainment.
2. To enable student to understand relationship between and within the occupational world and the economic system.

ACTIVITY

1. Initiate class discussion about history of sports from that of entertainment to big business.
2. Students choose one very popular sport event like super bowl football on TV or local popular sports event.
3. Research how much money is brought in through ticket sales, commercial sponsors, etc.
4. Research how much money is paid out and to whom and what.

5. Initiate a discussion on the "hidden" expenses of a sports event.

RESOURCES

1. Individuals from various sports, businesses, and manufacturing whose careers are based on sports.

2. Books, financial records, cost reports, A.V. materials.

3. Information received from correspondence.

VARIATIONS

1. Students identify some equipment used in physical education classes.

2. Identify where equipment comes from--visit sports equipment store.

3. Discuss the big business that can grow out of the manufacture of sports equipment and the jobs involved.

4. Study a group or team sport--hockey, basketball, football.

5. Have an individual explain concept of "division of labor" by listing various positions on team and management of team (coach, water boy, manager, referee).

6. List each job on team and off.

7. Besides each "job" give role played by that person and his contribution to "product."

8. Explain how each is <u>dependent</u> on another for a proper "team" effort.

9. Given a list or researching a master list of sports that have gained a wide following, have students research growth in popularity.

10. Have students select which ones have gained large followings in the past 20 years.

11. Which are becoming more popular today?

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TITLE	Government and You
SUBJECT MATTER	Math/Social Science/Political Science
	1. To familiarize students with amount of revenue taken yearly in community.
	2. To improve the skill of students in working with decimals and percentages.
	3. To understand the relationship between citizen roles and life-styles.
ACTIVITY	1. Make a circle or bar graph illustrating the sources of monies to run local government.
	2. Students go to local agencies to college needed information.
	3. Discuss the necessity for laws.
	4. Discuss the history and development of them
RESOURCES	Individuals from various branches of state and/or local government.
VARIATIONS	1. Collect statistics for county, state, country.
	2. Discuss number of and kind of people employed in various areas of government.

PART IV

SUGGESTED COMMUNITY RESOURCES FOR CAREER EDUCATION

Community Resources Directory
(record information from questionnaires)

Name, Address, Telephone, Contact Person	Speaker Will Visit Classroom	Classroom Tour Group of 25	Small Tour Group of 6-8	Participation by 1 or 2 students	Films, learning packets, samples available	1-2 student interviewed	Advanced notice necessary	Days available	Grade Level

Community Resources Directory
(Example)

Name, Address, Telephone, Contact Person	Speaker Will Visit Classroom	Classroom Tour Group of 25	Small Tour Group of 6-8	Participation by 1 or 2 students	Films, learning packets, samples available	1 - 2 student interviewed	Advanced notice necessary	Days available	Grade Level
A B C Data Services 617 Oakmont Street S.E. Wyoming, IA 59516 George Reinhardt 559-3736 (Data Processing)									
Arrowwood Corporation 7575 East Main Cheyenne, MA 19988 (Sales of home and personal care products)			X					M-F	6-12
Avenue Advertising, Inc. Exhibitors Building 7th Floor Macon, GA 33111 E. F. Gladding 633-2109 (Advertising)			X				2wk		
Aquinas College 1607 Robinson Road S.E. Grand Rapids, MI 49506 459-8281 Ext. 301 (Campus Tour)		X	X				1wk	M-F	Any Age
Baker Furniture Museum Exhibitors Building Lyon Street and Campau Avenue N.W. Grand Rapids, MI 49502 456-9691 (World Antiques)		X	X					M-F	Any Age